

Group 4 Challenge:

Using the Fast Plants cookbook directions develop assessment tools that the teacher can use before, during, and after this lesson.

Consider pre and post test tools that can measure learning outcomes.

Consider informal (non-graded) and formal (graded), and formative (as the activity is on-going) and summative (as the activity has ended) types of assessment instruments/strategies.

Also consider what is authentic assessment (testing whether students can transfer their understanding to new contexts).

Informal

- An informal assessment would be to make sure that the students had some plant growth.
- An informal assessment would be a thumb up/down for how to count trichomes.
- An informal assessment would be a thumb up/down for how to cross pollinate.

Formative

- A formative/authentic assessment would be to have the students develop the histogram to explain the data from the petioles with trichomes (step 11 on procedure).
- Students can make a plant parts poster highlighting important parts that we are genetically selecting.

Summative

- A summative/authentic assessment would be a written essay stating the results of the plants and drawing a conclusion about the lab with genetic support.
- Give the students a hypothetical lab/data selecting a new genetic trait and have them develop a procedure for that trait.